

Revised Achievement Index - Update



A Presentation to WERA
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Topics

1. The Accountability Resolution
2. The Achievement and Accountability Workgroup
3. The current Index overview
4. The anticipated role of the revised Achievement Index in a statewide accountability framework
5. Revision rationale and principles
6. Student growth example
7. Revision timeline
8. Index indicators
9. Next steps (December)



2012 Resolution

The 2012 Accountability Resolution.

- A revised Achievement Index
- Statewide Accountability Framework

The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

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Accountability System Resolution - Washington State Board of Education

WHEREAS, the State Board of Education believes that all students deserve an excellent and equitable education and that there is an urgent need to strengthen a system of continuous improvement in student achievement for all schools and districts; and

WHEREAS, the Washington State Legislature has established as the primary goal of our educational system the provision of instruction of sufficient quality and quantity to prepare students to graduate with a meaningful diploma that prepares them for postsecondary education, gainful employment, and citizenship; and

WHEREAS, the Washington State Legislature assigned the State Board of Education responsibility and oversight for creating an accountability framework that provides a unified system of support for challenged schools, increases the level of support based upon the magnitude of need, and uses data for decisions; and

WHEREAS, the Achievement Index developed by the State Board of Education in 2009 was intended to be the foundation of the new accountability system and has since been used for school recognition purposes only due to constraints contained within the federal No Child Left Behind legislation; and

WHEREAS, the Elementary and Secondary Education Act flexibility waiver process presents the opportunity to reform Washington's accountability framework to utilize one unified methodology for recognizing schools and identifying schools in need of assistance; and

WHEREAS, the State Board of Education recognizes the persistent achievement and opportunity gaps among English Language Learners, students of color, students with disabilities, and students in poverty; and

WHEREAS, the incorporation of student growth data into the Index will support a fair and equitable approach to measuring the state's progress toward the paramount goal of the educational system; and

THEREFORE, BE IT RESOLVED that the State Board of Education will begin development and implementation of "Phase II" of the accountability system established under RCW 28A.657, will focus on revising the Achievement Index to incorporate student growth, and will establish a unified system for evaluating school and district performance in Washington State; and

FURTHER, BE IT RESOLVED that the State Board of Education is hereby adopting the following principles and statements of belief to guide its revision of the Index:

- The key performance indicators utilized in the revised Index will be aligned with the goals of preparing students for postsecondary education, gainful employment, and citizenship.
- The incorporation of student growth data will establish a fair and equitable means of evaluating school and district performance over time.
- Aggregate assessment results mask large achievement and growth gaps impacting our most vulnerable student populations. Disaggregation by subgroup is a necessary feature of any revised Index.

Prepared for the July 11-12, 2012 Board Meeting

The Achievement and Accountability Workgroup - Purpose

- Provide input on a revised Index, including:
 - What performance indicators to include (e.g. achievement, growth, growth gaps, career/college readiness)
 - How to measure opportunity gaps
 - What weight to assign various performance indicators
- Advise SBE on elements of an accountability framework to ensure all students graduate career and college ready

AAW Composition



AAW Input



Phase I: Achievement Index

- **October 2012 – April 2013**
- What performance indicators should be included in the revised Index?
- How should the Index measure opportunity and achievement gaps?
- How should performance indicators be weighted, and what targets should be set?



Phase II: Accountability Framework

- **June 2013 – December 2013**
- What should a state accountability framework include?
- What state and local models for intervention should be employed?

Current Index

TIER	INDEX RANGE
Exemplary	7.00-5.50
Very Good	5.49-5.00
Good	4.99-4.00
Fair	3.99-2.50
Struggling	2.49-1.00

School Year 2010-2011						
INDICATORS	OUTCOMES					Average
	Reading	Writing	Math	Science	Ext Grad Rate	
Achievement of non-low income students	6	7	5	4	7	5.80
Achievement of low income students	6	6	1	1	2	3.20
Achievement vs. peers	7	7	6	4	4	5.60
Improvement from the previous year	4	4	6	6	1	4.20
Index Scores	5.75	6.00	4.50	3.75	3.50	4.70 Good

2010-11 Achievement Gap										
INDICATORS	Reading			Math			Ext Graduation Rate			Average
	Met Std	Peers	Imp	Met Std	Peers	Imp	Met Std	Peers	Imp	
Achievement of Black, Pacific Islander, American Indian/Alaskan Native, Hispanic stds	6	7	7	3	7	7	4	3	1	5.00
Achievement of white and Asian students	7	7	7	4	7	7	6	3		6.12
Achievement Gap										1.12

Elements of Accountability



Why Revise the Index?

An opportunity to:

- | | | | |
|---|-------------------------------------|--|--|
| 1. Replace federal accountability system with aligned state system, supporting continuous improvement | 2. Fulfill legislative expectations | 3. Incorporate student growth data for a fairer representation of school performance | 4. Focus on achievement and opportunity gaps |
|---|-------------------------------------|--|--|

Index Principles

Alignment with system goals

- Preparing students for post-secondary education, gainful employment, and citizenship.

Student growth data

- Equitable way to evaluate school and district performance.

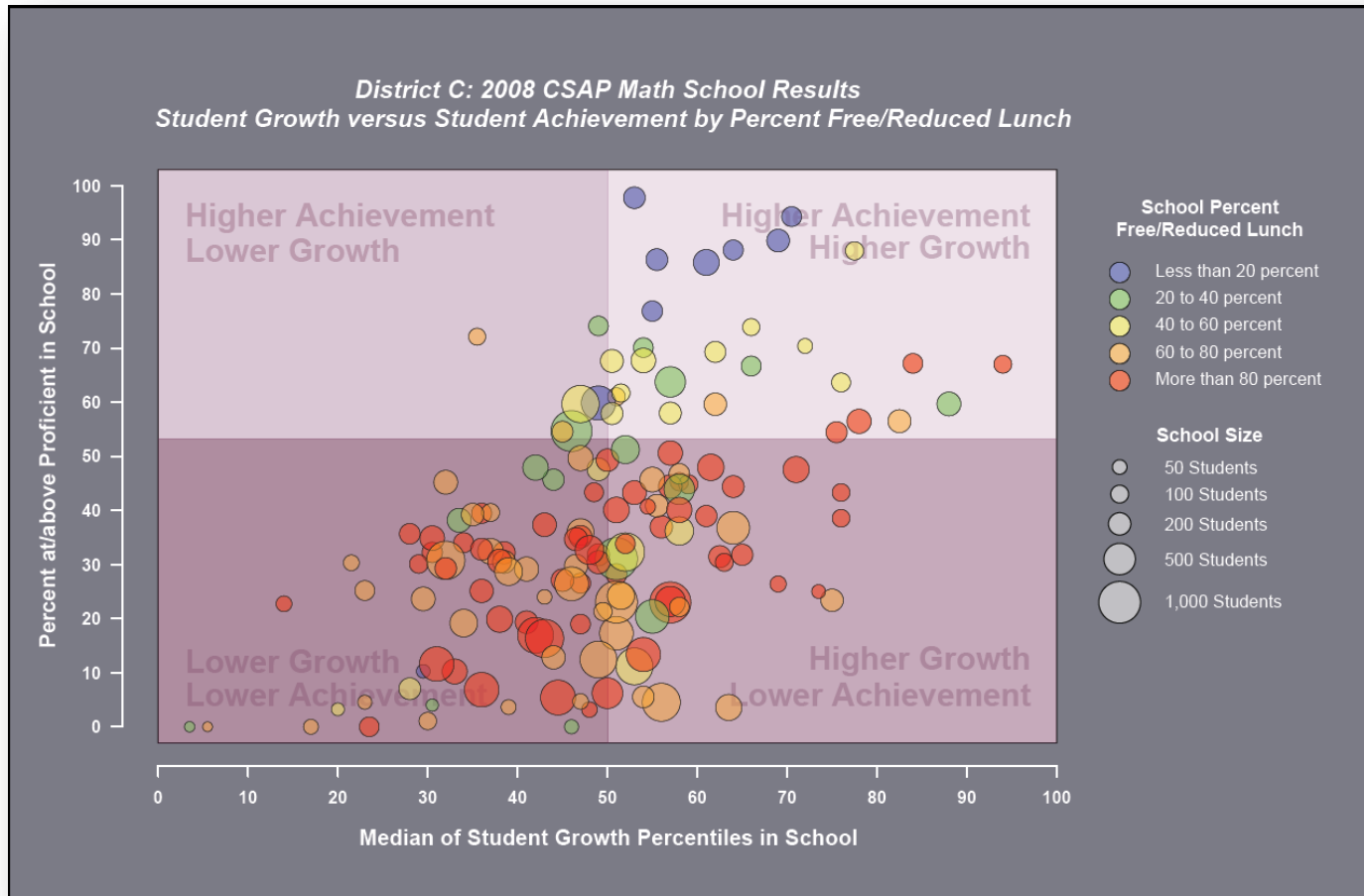
Disaggregation by subgroup

- Necessary to ensure that opportunity and growth gaps are not hidden.

Tool for practitioners and policymakers

- Used by educators, parents, and community members for both internal improvement and external accountability.

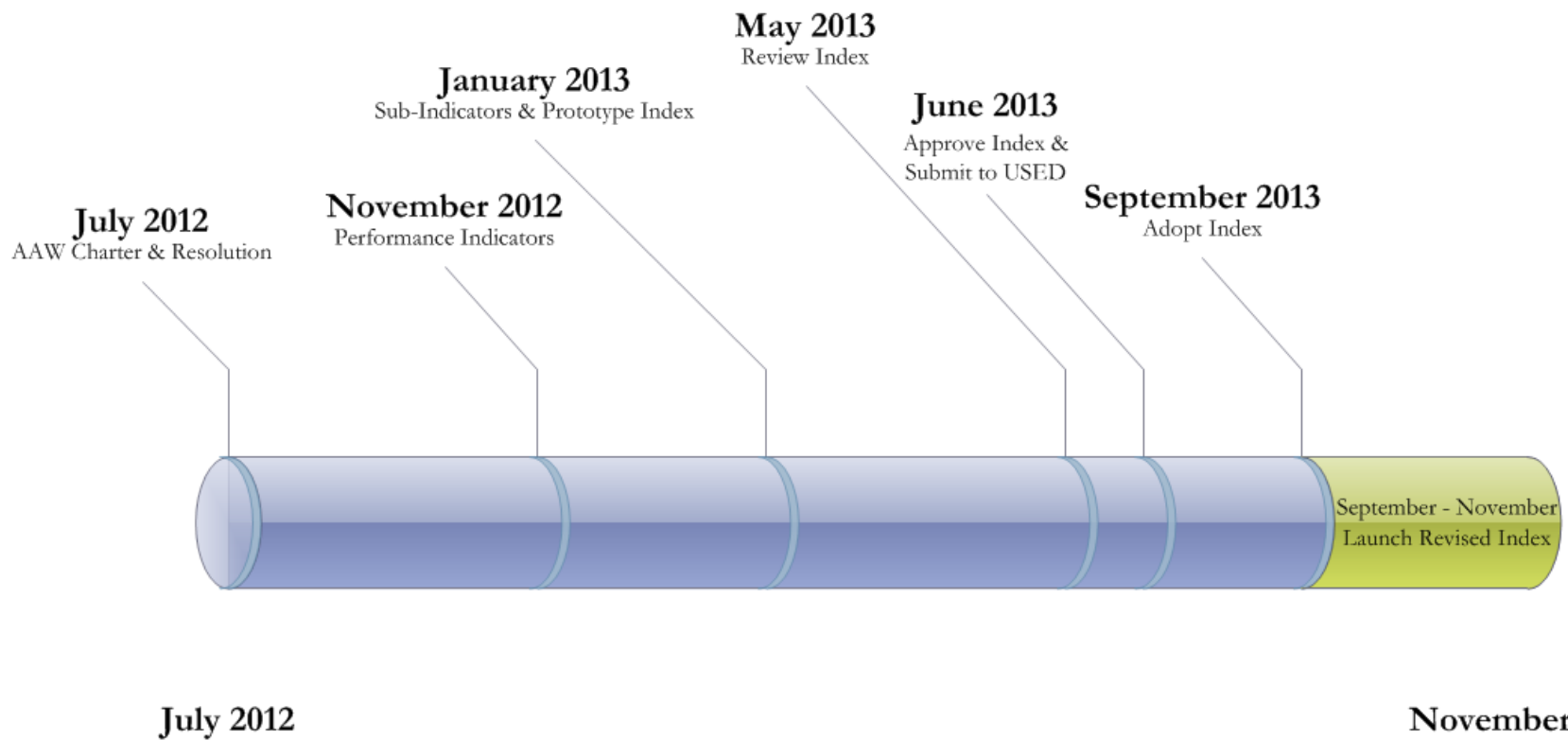
Student Growth Percentiles



The Relationship between Growth and Proficiency

- Growth – follow the same kids
- Proficiency – follow the same grade
- What constitutes ‘adequate growth’?
 - “Keep up” versus “Catch up” growth

Index Revision Timeline



Index Decisions to Date

Gaps

- Opportunity gaps matter for both proficiency and growth.

Career and College Readiness

- Indicators beyond high school graduation rates.

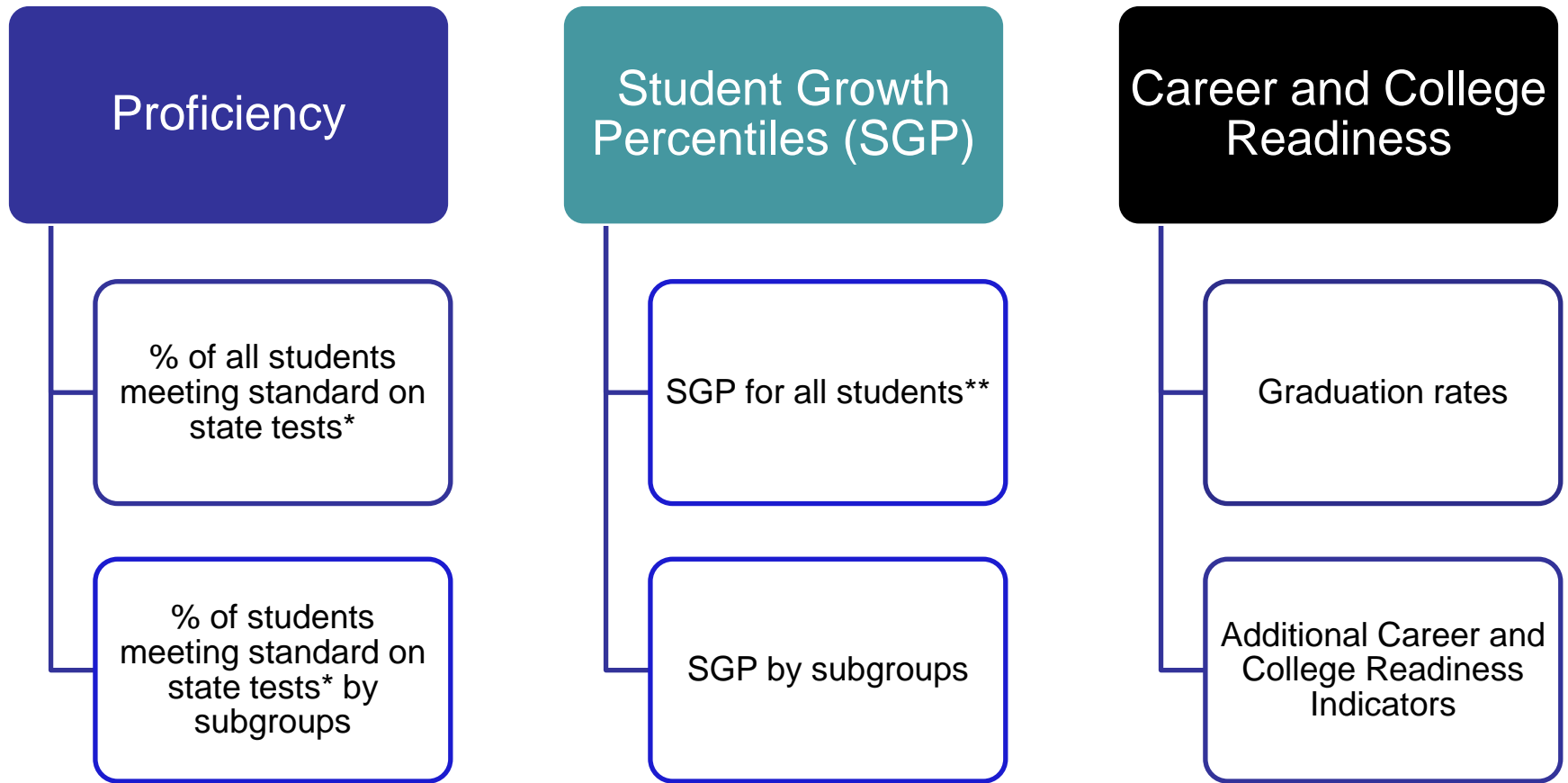
Assessments

- Reading
- Writing
- Math
- Science

Tier Labels

- Exemplary
- Very Good
- Good
- Fair
- Struggling

Performance Indicators



* Reading, Writing, Math, and Science in grades 3-8 and high school

** Student Growth Percentile data will be available in reading and math for grades 4 – 8 and high school

The Achievement and Accountability Workgroup – December Questions

1. What indicators should be included within Career and College-readiness?
2. How should the revised Achievement Index account for the achievement of English Language Learners?
3. How should performance targets be set for each indicator?

Career and College Readiness Indicators – Examples from Other States

[illegible]

Key Design Challenges to Address

- What relative weight for the performance indicators?
- How will the revised Index relate to, or establish, the AMOs (Annual Measurable Objectives)? Priority, Focus, and Reward Schools?
- Whether to include English language acquisition data.
- How do we best shine light on achievement gaps without suppressing student data?
- How to build an accountability system in tandem with a funding system that makes 'ample provision'?
- How to establish fair and challenging goals for student growth for high performing schools?